



The Idaho School Counseling Program

TOPICS INCLUDE:

- *Idaho School Counseling Model*
- Elements of the *Idaho School Counseling Model*

The graphic shown opposite (which is adapted by permission from the *ASCA National Model*[®] graphic) represents the operational structure and components of *Idaho's School Counseling Model*. The graphic contains three levels and four squares, each representing one of the major systems of the *Idaho School Counseling Model*; the arrows in each square point to the systems they influence as in a building-block approach. Note that the arrows for the foundation (the first level) lead to the management and delivery systems (the second level). Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component (the third level). This stresses the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents professional school counselor skills and attitudes of leadership, advocacy, and collaboration, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.

Elements of the *Idaho School Counseling Model*

Foundation

The foundation provides the *what* of the program, discussing what every student will know and be able to do.

Beliefs and philosophy: The philosophy is a set of principles (usually a set of “we agree” statements) that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy. Local schools should work with

their district counseling advisory committee to define beliefs, philosophy and mission statements at the district level.

Mission: A mission statement describes the program's purpose and provides the vision of what is desired for every student. A school counseling program mission statement aligns with and is a subset of the school and district missions.

Domains: The school counseling program facilitates student development in three broad domains—academic and professional-

technical development, life and career development, and personal and social development—to promote and enhance the learning process.

Idaho School Counseling Model Standards: Standards serve as the foundation for the *Idaho School Counseling Model*.

Competencies define the knowledge, attitudes, and skills students should obtain and demonstrate as a result of participating in a K-12 school counseling program. If a local district does not have professional school counselors at the elementary level, districts and feeder systems are responsible to plan a K-12 school counseling program.

Delivery System

The delivery system addresses *how* the program will be implemented.

Guidance curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate for their developmental level.

Individual student planning: The individual planning component consists of professional school counselors coordinating ongoing programmatic activities designed to assist the individual student in establishing personal goals and developing future plans. For students at all grade levels, developmentally appropriate career development activities are an essential component of individual planning. In keeping with Idaho Administrative Rule, all students will develop a parent-approved student learning plan (Individual Graduation Plan) by the end of their eighth-grade year. In subsequent years, the Individual Graduation Plan is to be reviewed by parents, students, and school personnel to reassess career aspirations and verify

course selection appropriate to the students' goals.

Responsive services: The responsive services component consists of activities to meet students' immediate needs. These needs may include counseling, consultation, referral, peer mediation or information.

Counseling program support: The counseling program support component consists of the professional development; consultation, collaboration and teaming; and program management activities that establish, maintain and enhance the total school counseling program (Gysbers & Henderson, 2000).

Management Systems

The management system addresses the *when* (calendar and action plan), *why* (use of data) and *on what authority* (adoption of *Idaho School Counseling Model* by the local school board or governing body, management agreement tools, and advisory council) the program will be implemented.

Management agreement tool: Professional school counselor and administrator agreements can include statements of responsibilities by each professional school counselor specifying the program results the professional school counselor is responsible for achieving during the year. It also includes how professional school counselors divide the program responsibilities. These important agreements can be negotiated with and approved by designated administrators at the beginning of each school year, and can provide a useful process for eliminating or minimizing non-school-counseling activities.

Advisory council: An advisory council is a group of people appointed to review counseling program goals and results, and to make recommendations. Representatives within the group include students, parents or guardians, teachers, professional school counselors, administrators and community members.

Use of data: A school counseling program is data-driven. The use of data to effect change within the school system is integral to ensure that every student receives the benefits of the school counseling program. Professional school counselors must show that each activity implemented, as part of the program, was developed from a careful analysis of students' needs, achievement and related data.

- *Student monitoring:* Monitoring students' progress ensures that all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement-related data, and standards- and competency-related data. Analysis and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual.
- *Closing the gap:* The use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data is necessary to determine where the school counseling program is now, where it should be, and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved (also referred to as "the gap").

Use of time: New professional school counselors are often unsure how much time should be spent delivering services in each component area. The Idaho Model provides a guide for professional school counselors and administrators to determine the time their program needs to spend in each of the four components of the delivery system.

- ♦ *Appropriate and inappropriate school counseling activities:* A comprehensive school counseling program requires professional school counselors to spend the majority of their time in direct service (contact) with students. Therefore, professional school counselors' duties are limited to program delivery and

direct counseling services. Non-school-counseling program tasks, such as test administration and scheduling, are eliminated or reassigned, so professional school counselors can focus on the prevention and intervention needs of students in their program.

Calendars: Once professional school counselors determine the amount of time to spend in each area of the delivery system, a master calendar and weekly calendars are developed and published, and effectively distributed to ensure that students, parents or guardians, teachers and administrators know what is scheduled. This process will assist in planning and will ensure active participation in the program. Annual, monthly, and weekly calendars facilitate planned activities being accomplished.

Accountability

The accountability system answers the question: "How are students different as a result of the program?"

Results reports: Results reports, which contain process, perception and outcome data, ensure programs are carried out, analyzed for effectiveness, and changed and improved as needed. Sharing these reports with stakeholders serves as a forum of advocacy for the students, and sharing these reports within the district or the region can further facilitate program improvement. Immediate, intermediate and long-range results (impact over time) are collected and analyzed for program improvement.

School counselor performance standards:

The professional school counselor's performance evaluation contains basic standards of practice expected of professional school counselors implementing a school counseling program. These performance standards may serve either as a basis for professional school counselor evaluation or as a means for counselor self-evaluation.

Program review: The Idaho School Counseling Program Performance Review

provides evidence of the program's alignment with the Idaho School Counseling Standards for Students. The primary purpose for collecting information is to guide

future action within the program and to improve future results for students. The purpose of evaluation is to aid program improvement.